

# THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

## The Tragedy of Satisfactions in Secondary Schools: The Perspective of Teacher's Performance in Nigeria

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### **Abstract:**

*This study examined family satisfaction and job satisfaction as correlates of teachers' job performance in Ekiti State secondary schools. Descriptive research design of the survey type was adopted for the study. The population of this study comprised of all the 7573 teachers and 179 principals in 179 public secondary schools in Ekiti State. The sample for the study comprised of 720 teachers and 72 principals selected from 72 public secondary schools in Ekiti State using multistage sampling procedure which include simple random, stratified random sampling techniques. Two sets of structured questionnaire titled "Family Satisfaction and Job Satisfaction Questionnaire (FSJSQ)" and "Teachers' Job Performance Questionnaire (TJPQ)" were used for this study. The experts determined the appropriateness of the instruments in measuring what is supposed to measure and ensured that the instrument contained the appropriate items that could actually elicit the intended responses on the family satisfaction and job satisfaction in order to meet the face and content validity. To ensure the reliability of the instrument, the test-retest method was adopted and the instruments yielded a reliability coefficient of 0.65 and 0.75 for FSJSQ and TJPQ respectively. The instruments were adjudged to be reliable for the study. All the hypotheses formulated were tested at 0.05 level of significance. The findings from the study showed that there was a significant relationship between family satisfaction and job performance ( $r=0.275$ ) at  $p<0.05$ , there was a significant relationship between job satisfaction and job performance ( $r=0.366$ ) at  $p<0.05$ . The study concluded that job satisfaction and family satisfaction had significant impact on teachers' job performance. It was therefore recommended that the government should prioritize teachers' welfare through prompt payment of salaries and other fringe benefits, which will improve the performance of teachers in the school system.*

**Keywords:** Family satisfaction, job satisfaction, teachers, job performance

### **1. Introduction**

Education in a broad sense is a process by which an individual acquires many physical and social capabilities demanded of him by the society in which he is born to function. In an ideal sense, it is an agent of change, the single most significant complex of socio control tools for national development is found in the educational system be it formal or informal.

All seem not to be well with teachers' job performance in Ekiti state. Thus the poor performance of teachers in the areas of instructional delivery could be attributed to irregular payment of salary and poor working conditions. The perceived problems of lateness, absenteeism among teachers, therefore pose a question whether the teachers are not satisfied with their family life and job

In order to describe family satisfaction it is important to note that some researchers use the term 'family satisfaction' (Hill, 2005) 'home-life satisfaction' (Clark & Farmer, 1998) or 'life satisfaction' (Diener, 2005; Shin & Johnson, 1987). According to Shin & Johnson (1987) life satisfaction refers to a judgemental process where individuals evaluate their lives based on their own unique criteria. These criteria include health and successful relationships; however, they may be differently understood or weighted by individuals (Diener, Emmons, Larsen & Griffin, 1985). Clark and Farmer (1998) stated that home-life satisfaction means achieving close relationship and personal happiness.

This study refers to the term 'family satisfaction' where the word 'family' is not limited to children, spouses or partners only, but it also includes parents, siblings and other relatives. Also, this terminology was used to avoid confusion by the reader and participants, where for example 'life satisfaction' could be understood as satisfaction with family life and work life together.

Hill (2005) argues that family satisfaction plays an important role in individuals' wellbeing, and can influence employees' job performance. This occurs because family and work lives are the most important domains in everyone's life (Clark, 2000), family and work satisfaction are positively related (Frone, Russell & Cooper 1992) hence higher levels of

family satisfaction can lead to higher levels of work satisfaction, organisational commitment and improved productivity (Hill, 2005).

Gilbert (2002) stated that longer working hours though reduces general family satisfaction, but workers who are more committed to their work reported significantly higher family satisfaction as compared to the workers who are less committed to their work. So it is not only the work timings that affect family but the behaviour of workers towards their jobs that affect their family life.

Job satisfaction is the term that explains individual feeling towards the job. The employee will attain high job satisfaction when he gets what he expects from a job. Employers provide various benefits to make their employees happy and satisfied with the job. Teachers' satisfaction with their career may have strong implications for student learning. Specifically, a teacher's satisfaction with his or her career may influence the quality and stability of instruction given to students. Satisfaction is important in teaching profession where the teacher is to deal with another human being, the student and the satisfaction and dissatisfaction of the teachers is likely to be transferred. Job satisfaction is important because people who are satisfied have positive feelings about their jobs and working environment. Job satisfaction is affected largely by the challenges and opportunities presented by the work.

However because groups tend to modify the assigned work to fit the group structure, job satisfaction may be affected. People who are highly satisfied with their job tend to be better workers (Middlemist & Hitt, 1998). They are more dependable, they comply with company rules, they have fewer complaints, and they are more cooperative and display less selfishness. On the other hand dissatisfaction on the job generally involves negative attitude and may cause excessive absenteeism, turnover, sabotage and other factors that influence organizations ineffectiveness.

Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experience (Okumbe, 1998). Job satisfaction can only be inferred and not seen because it is an emotional response to a job situation (Okumbe, 1998). It can be determined by how well outcomes meet expectations (Ondieki, 2005). It occurs when one feels effective taking on and completing challenging tasks directed at educational success and performance (Filak & Sheldon, 2003).

Teacher job satisfaction relates to a teacher's perception of what he/she expects to get from teaching and what he/she is actually getting from teaching (Lawler, 1973). Teacher job satisfaction is thus a function of the extent to which a teacher's aspirations, desires and needs are met or satisfied on the job. For Norton and Kelly (1997), factors responsible for job dissatisfaction among teachers were administrative problems, evaluation of students' performances, handling of discipline problems, teacher's heavy workload, poor salaries, lack of respect for teaching profession and promotion bottlenecks.

A teacher who is happy or satisfied with his/her job and life generally has a sense of obligation to uplift the society that he/she lives in; whereas, one who is dissatisfied may exert a negative influence on the students' learning. Job dissatisfaction has ripple effects on students' academic growth. When teachers have job satisfaction, they tend to teach well. The widely held belief in Nigeria is that there is generally low teacher satisfaction (Businge, 2011) and low morale amongst Nigerian school teachers (Daily Trust, 2010; Kayode, 2012).

Sharon (2000) viewed money as a reward and said for some people, money is more important than anything else their organisation can give them. He further found out that workers in the hospitality industry ranked good wages at top of their list of important work factors. Which was in sharp contrast to industrial workers, who ranked interesting work as first and good wages as fifth in importance. Lanchance in Chepkwony (2014) noted that rewards that bind an employee to an institution have more to do with the way employee is treated than any particular pay scheme, she suggests that while people may come to work for the pay some workers stay at work for many other reasons, managers need to acknowledge and manage those other rewarding conditions.

Most Nigerians believe that teacher satisfaction is directly related to teachers' salary and rewards. In other words, the belief is that the only factor that contributes to teacher job satisfaction is the quality of teachers' take-home pay. For example, when making suggestions on how to improve the educational system, the president of the National Union of Teachers (NUT) said, "Government must develop a remuneration and reward system that will promote job satisfaction" (Komolafe, 2010). Akande (2014) found out that of all the conditions of service, salary is the best predictor of teacher's performance and productivity. In her study, she concluded that job that offers higher salary would attract more and better qualified personnel than anyone that offers a lower pay. She further added that salaries of teachers are inadequate that it is so difficult for them (teachers) to meet the basic necessities of life, their salaries when compared with other employees with the same qualifications and experience, but are in other sectors of economy such as bankers; site engineers and nurses can be described as unfavourable.

There appears that irregular payment of salary, perceive a lack of support for their work, bad working conditions which often leads to poor teachers' job performance. For instance, Obineli (2013) stated that, money is an economic reward and a means of bringing about job satisfaction among the Nigerian workers. Teacher's performance must be directed towards educational goals and objectives that are relevant to their job.

Performance could be described in various ways. It could be described as an act of accomplishing or executing a given task (Okunola, 2000). It could also be described as the ability to combine skilfully the right behaviour towards the achievement of organisational goals and objectives (Olaniyan, 1999). Secondary education ultimately succeeds or fails based on the performance of the teachers. It is most commonly refers to whether a person performs an assigned job well. The key aspects of teaching involve the use of instructional materials, mastery of their subject matter, class control, teaching methods, regular assessment of students, making lesson plans, assessment of pupils, conduct of fieldwork, teachers' participation in sports, attending school assembly among others.

It appears that where the family satisfaction and the job satisfaction of teachers are favourable the teachers tend to perform better than where their family satisfaction and job satisfaction are not favourable. It is against this background that this study examined family satisfaction and job satisfaction as they relates to teachers' job performance.

### 1.1. Purpose of the Study

The purpose of the study was to examine the relationship between family satisfaction and teachers' job performance; it also investigated the relationship between job satisfaction and teachers' job performance.

### 1.2. Research Questions

These research questions were raised to guide the study.

- Is there any relationship between family satisfaction and teachers' job performance?
- Is there any relationship between job satisfaction and teachers' job performance?

### 1.3. Research Hypotheses

These research hypotheses were formulated in the study

- There is no significant relationship between family satisfaction and teachers' job performance.
- There is no significant relationship between job satisfaction and teachers' job performance.

## 2. Methodology

The study adopted a descriptive research design of the survey type. The population for this study consisted of all the public secondary school teachers in Ekiti State. As at the time of this study (2015/2016) academic session, there were 7573 teachers' in 179 public secondary schools and 179 principals in Ekiti State. The sample for the study comprised 720 teachers of public secondary schools in Ekiti State. The teachers were selected using multistage sampling procedure.

At the first stage, two local governments were chosen from each senatorial district using simple random sampling technique. Second stage involved selection of twelve schools from each of the local government's selected using stratified random sampling technique. The last stage involved the selection of 10 teachers from each of the seventy two schools using simple random sampling technique. Multistage sampling procedure which include simple random sampling was used to select the local government areas, schools and teachers. Two research instruments were used for data collection. They are Family Satisfaction and Job Satisfaction Questionnaire (FSJSQ) and on Teachers' Job Performance Questionnaire (TJPQ). The experts determine the appropriateness of the instruments in measuring what is supposed to measure and ensured that the instrument contained the appropriate items that could elicit the intended responses on family satisfaction and job satisfaction. Test-retest method of reliability was adopted in the study. FSJSQ yielded a reliability coefficient of 0.65 and 0.75 for TJPQ respectively. The instruments were adjudged to be reliable for the study, all the hypotheses were tested at 0.05 level of significance.

## 3. Results

### 3.1. Hypothesis 1

There is no significant relationship between family satisfaction and job performance among secondary school teachers.

In testing this hypothesis, scores on teacher family satisfaction in public secondary schools in Ekiti State were computed. Mean score, frequency counts and percentages were used to illustrate the responses on the items in Section B of Family Satisfaction Questionnaire (FSQ)" and Teachers' Job Performance Questionnaire (TJPQ) respectively. These scores were subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 1.

Variables	N	Mean	SD	$r_{cal}$	$r_{table}$
Family satisfaction	720	10.58	1.23	0.275*	0.178
Job Performance	720	52.19	8.54		

Table 1: Pearson Correlation Summary of Family Satisfaction and Job Performance among Secondary School Teachers  
\* $P < 0.05$  (Significant Result)

Table 1 reveals that  $r_{cal}$  (0.275) is greater than  $r_{table}$  (0.178) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between family satisfaction and job performance among secondary school teachers.

### 3.2. Hypothesis 2

What is the level of teachers' job satisfaction in public secondary schools in Ekiti State?

In order to test this hypothesis, scores relating to job satisfaction and job performance among secondary school teachers were computed for "Job Satisfaction Questionnaire (JSQ)" and "Teachers' Job Performance Questionnaire (TJPQ)"

respectively. The scores obtained were subjected to statistical analysis involving Pearson Product Moment Correlation at 0.05 level of significance. The result is presented in Table 2.

Variables	N	Mean	SD	$r_{cal}$	$r_{table}$
Job satisfaction	720	24.44	4.88	0.366*	0.178
Job Performance	720	52.19	8.54		

Table 2: Pearson Correlation Summary of Job Satisfaction and Job Performance among Secondary School Teachers  
\* $P < 0.05$  (Significant Result)

Table 2 reveals that  $r_{cal}$  (0.366) is greater than  $r_{table}$  (0.178) at 0.05 level of significance. The null hypothesis is rejected. This implies that there is significant relationship between job satisfaction and job performance among secondary school teachers.

#### 4. Discussion of the Findings

The result also showed that there was significant relationship between family satisfaction and teachers' job performance. The reason for this was that higher levels of family satisfaction can lead to higher levels of work satisfaction, organizational commitment and improved productivity. The finding agrees with the assertion of Gilbert (2002) who stated that workers who are more committed to their work have higher family satisfaction, it is not only the work environment that affects family satisfaction but the behaviour of workers towards their jobs that affect their family life.

The result showed that there was significant relationship between job satisfaction and teachers' job performance. The outcome might likely due to the fact that teachers' positive attitudes or good emotional feelings about their job. The finding is in support with Jaiyeoba and Jibril (2008) who asserted that the success or failure of the education industry largely depends on satisfied teachers and of course satisfied school managers and administrators.

#### 5. Conclusion and Recommendation

From the findings of this research, it can be concluded that, Family satisfaction and job satisfaction determine teachers' job performance. In view of the implication of the findings from this study government should prioritize teachers' welfare through prompt payment of salaries and other fringe benefits, this will help improve teachers' job performance, it was recommended that government and school administrators should make the school environment more conducive for the teachers in order to increase their level of job satisfaction. It was also recommended that teachers should create the enabling environment at home which will make them more satisfy with their family life for better job performance.

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